



Digital Learners



Engineers



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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Cultural Explorers

Medium Term Plan: Cultural Explorers: RE

What does it mean to worship?

Using the K,S,U you have learnt in this unit of work, what does it mean to worship? Demonstrate your understanding of the religions you have studied, commitment and faith communities as well as your own personal response.



Cultural Explorers

Aspect of Study

Faith communities and belonging

Personal resonance

Comparing religious ideas and traditions

Religions: Christianity, Islam, Judaism, Sikhism, Hinduism

Transferable Knowledge:

Northumberland SACRE Curriculum Aims

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

A. know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives..

During this area of study students should be taught to:

Explain, with reasons, the deeper meanings and challenges of commitment religion can pose for individuals and communities

Discuss, apply and present sensitively and thoughtfully a range of responses to religious ideas.

Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions.



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Substantive Knowledge (subject-specific)

What worship includes in Christian tradition, including differences between traditions, and what impact this has on Christian lifestyles and communities.

What worship includes in Muslim tradition, including differences between traditions, and what impact this has on Muslim lifestyles and communities.

What worship includes in Jewish tradition, including differences between traditions, and what impact this has on Jewish lifestyles and communities.

What worship includes in Sikh tradition, including differences between traditions, and what impact this has on Sikh lifestyles and communities.

What worship includes in Hindu tradition, including differences between traditions, and what impact this has on Hindu lifestyles and communities.

Disciplinary Knowledge?

Real World Links:

Pupils will explore rituals and traditions shared by children in the Trust.

Opportunities to discuss people who have different beliefs - what to do when we disagree and how to react responsibly (Thrive).

Pupils will make links to other rituals people perform to show a meaning (protests, family events, ceremonies)



Communication – understand and respect that people have different views.

Team-working – respect and listen to other
Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

- God/Jesus - who do Christians worship?
- Allah - did Allah prescribe rules for worship or Mohammad?
- Vishnu - Can worship look different for different parts of God?
- Ganesha - Can worship look different for different parts of God?

OPAL links

Pupils given opportunity to hear music from a range of religious worships.

Curriculum Coverage

(Previous, expected and what follows on)

Prior Religion-specific Coverage	Religion-specific Coverage	Subsequent Religion-specific Coverage
<ul style="list-style-type: none"> • Significance of a church, mosque and synagogue to Christians, Muslims and Jews [KS1] • Langar meal and its significance to Sikhs [Y5] • How the Gurdwara brings a sense of community to Sikhs. [Y5] 	<ul style="list-style-type: none"> • What worship includes in Christian tradition, including differences between traditions, and what impact this has on Christian lifestyles and communities. • What worship includes in Muslim tradition, including differences between traditions, and what impact this has on Muslim lifestyles and communities. • What worship includes in Jewish tradition, including differences between traditions, and what impact this has on Jewish lifestyles and communities. • What worship includes in Sikh tradition, including differences between traditions, and what impact this has on Sikh lifestyles and communities. • What worship includes in Hindu tradition, including differences between traditions, and what impact this has on Hindu lifestyles and communities. 	<ul style="list-style-type: none"> • Challenges of Christianity in modernity [Y6] • Comparisons of Hindu and Sikh views on commitment and their relationship to worship and practices [Y6] • Completion of Hajj in Islam and the challenges of commitment surrounding that practice [Y6] • Summative module: Comparing ways of religious people showing commitment to God. [Y6]

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Worship Prayer Holy Divine Deity Salat Qur'an Torah Langar Guru Granth Sahib Gurdwara Puja Mandir Hymn Praise Ritual Abrahamic religions	Worship Prayer Holiness Divinity Rituals	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



At the start of the topic, recap the names of the major world faiths and their followers. Show children the symbol associated with each. Repeatedly return to this throughout the module.

Christianity (Christian, the cross), Islam (Muslim, the crescent and star), Judaism (Jew, and the term Jewish, the star of David), Hinduism (Hindu and the term Hindi, Aum), Sikhism (Sikh, the Khanda), Buddhism (Buddhist, the Dharmachakra).

1

- NC OBJ: Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions.
- Discuss, apply and present sensitively and thoughtfully a range of responses to religious ideas.

EQ: How can you tell if someone is close to God?

Show images of religious people in a variety of activities; prayer, singing hymns, using a prayer mat, swinging incense. Ask children which person is closest to their God. Ask them to consider how you would know.

Introduce the idea of worship - showing respect to a deity. Define the words deity and worship.

Explore the range of methods religious people might use to worship and that this may look different in different traditions. Ask the children to name some they know. What counts as worship?

Explore commonalities between the forms of worship that will be explored in more depth later.

Opportunities for:

Knowledge - Identify the different forms of worship in different religions.

Empathy - Consider why someone might feel more comfortable using one form of worship to another.

Response - Express own views on worship and showing respect.

Comparison - Draw commonalities between forms of worship in different traditions.

2

- NC OBJ: Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions.

LO: Is prayer the most important way to worship?

Recap the concepts of worship and deity. Explore the commonalities identified last lesson.

Explore with pupils a range of methods of prayer in the Abrahamic traditions. Why do religious people do this? What impact does it have, on the person praying and on others? Identify with pupils the ritual and tradition aspects of prayer; how does this make it more or less respectful?

Opportunities for:

Knowledge - Identify methods of prayer and its significance in Abrahamic religions.

Empathy - Consider why someone might feel more comfortable using one form of worship to another.

Response - Express own views on worship and showing respect.

Comparison - Explore why salat being a pillar of Islam makes it different to prayer in other traditions.

Sequence of Teaching and Learning

<p>3</p>	<ul style="list-style-type: none">• NC OBJ: Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions. <p>LO: Does worship always look the same?</p>	<p>Recap the concept of prayer - why it is significant and the rituals and traditions associated with it.</p> <p>Explore other forms of worship - singing, reciting text, doing good works, participating in ceremonies. What do these look like in other traditions as well as Abrahamic faiths?</p> <p>Explore the role of religious texts in mandating rituals and worship methods and identify how these are linked to sacred places.</p> <p><u>Opportunities for:</u> Knowledge - Identify methods of worship and its significance in a range of faiths. Empathy - Consider why someone might feel more comfortable using one form of worship to another. Response - Express own views on worship and showing respect. Comparison - Identify similarities and differences between worship in different traditions within and between religions.</p>
<p>4</p>	<ul style="list-style-type: none">• NC OBJ: Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions.• Explain, with reasons, the deeper meanings and challenges of commitment religion can pose for individuals and communities <p>EQ: What does it mean to worship?</p>	<p>Recap knowledge of different forms of worship and the scriptural basis for them in some faiths.</p> <p>Explore with children in more depth the ideas of commitment to religion and rituals. Rituals are not the only religious tradition that brings people these ideas. Children might also identify and discuss; festivals, sacred places, sacred texts and expression.</p> <p>Answer the enquiry question - that worship can take many forms but in all faiths is about showing respect in words and deeds.</p> <p><u>Opportunities for:</u> Knowledge - Identify methods of worship and its significance in a range of faiths. Empathy - Consider why someone might feel more comfortable using one form of worship to another. Response - Express own views on worship and showing respect. Comparison - Identify similarities and differences between worship in different traditions within and between religions.</p>